

**Special Schools, Binet Schools and
Classes** : Classes for the Blind of the
Public Schools of Newark, N.J.
By Newark Board of Education

HV1646

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1921



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MONOGRAPH

CLASS FOR BLIND

WASHINGTON ST. PUBLIC SCH.

No. 8 Part I

SPECIAL SCHOOLS
BINET SCHOOLS AND CLASSES
CLASSES FOR THE BLIND
of the

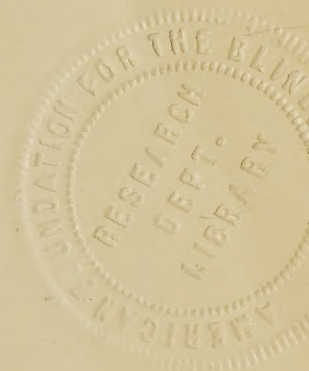
PUBLIC SCHOOLS OF NEWARK, N. J.

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Special Schools
Binet Schools and Classes
Classes for the Blind
of the
Public Schools of Newark, New Jersey



BOARD OF EDUCATION
NEWARK, NEW JERSEY
November, 1921

47005-MIGEL



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Binet Schools and Classes

FOREWORD

The aim of the work in the Binet Schools and Classes is two-fold—first, to train the defective better how to live; and second, to train him to be, if not of great usefulness, at least less of an economic burden on society than he would have been without this special training. To that end the organization of the Binet Schools and Classes is planned, the subjects taught are selected and the teacher energy is directed.

The theories of the education of defectives are constantly being tested; some are tried and quickly discarded, a few are kept until better ones are developed. Those we now use are at least the best we know to date. The kindergarten teachers have their Froebel, the teachers in other departments have those who have inspired them to greater efforts, but the teachers of defectives have had to search and research into what is best of the kindergarten theories of education, into what is best of the theories of education in the graded schools, into what is best of the theories of vocational and trade education, in order to learn what sort of education or training to use with the defective.

The good teacher of defectives must be educator, psychologist, and social worker in one.

ORGANIZATION

Location of Classes

The classes for defectives in Newark are organized into special schools and into special classes in public schools. At present there are thirty classes for defectives in Newark—eight in Binet School No. 1, eight in Binet School No. 2, five in Binet School No. 3, five in the Robert Treat School, two in the Moses Bigelow School and two in the Waverly Avenue School.

BINET SCHOOL NO. 1

Binet School No. 1, 38 State Street, near Broad, has eight classes for defectives with as many teachers and a Head Teacher in charge of the building. The classes in this building are organized into one low grade class, five classes graded from low to high in the departmental division and two "Trade" classes—one for boys and one for girls. Another low grade class is contemplated and also a therapeutic class for those children in the building who are misfits

or who are psychopathic. Boys and girls are separated, except in the low grade class. At the close of school, June, 1921, there were 146 children enrolled in the classes in this building. It is the intention to have fifteen children only in each class.

Equipment

Although this is the oldest public school building in Newark, it has been made into a very comfortable building for the use of defectives. There is a kitchen with complete equipment for cooking and laundry work and a dining room where lunches are served to the children who live at too great a distance from the school to go home for their lunches. A partition was taken down and two rooms thrown into one to be used for a gymnasium and assembly room. The room is fully equipped for gymnasium purposes.

The industrial training room has four large looms and three small ones, as well as equipment for brush making, basketry, chair caning and kindred activities. The manual training shop is equipped with a bench for each pupil and a full complement of tools necessary for wood work. It has a tool room, cabinets for unfinished work and for paint and other supplies.

The boys' "Trade" class room is equipped with work benches for wood work and the necessary tools for the better grade of wood work. It also has equipment for cobbling and other trade activities, as well as a tool room and cabinets for unfinished work, paint and other supplies.

The girls' "Trade" class room has four sewing machines, a cutting table and cabinets for unfinished work and supplies. There is a table and chair for each girl.

The class room for academic work is equipped with tables and chairs, blackboards and book cabinets. This room is also supplied with all the necessary books and materials needed for teaching the regular school subjects.

The low grade class has all the necessary kindergarten equipment, a piano and a phonograph. It has the necessary tools for elementary wood working and industrial training.

Six of the rooms in this building have running hot and cold water. In addition there is a room with a bath tub and a bed, which are used for sanitary and therapeutic purposes.

BINET SCHOOL NO. 2

Binet School No. 2, at Coes Place near Court Street, has eight classes with as many teachers. It has a Head Teacher who is in charge of the building. The classes in this building are organized

into two low grade classes, five classes graded from low to high, and a "Trade" class for boys. Boys and girls are separated, except in the low grade classes.

Equipment

This building is a comparatively modern building suited to the purpose for which it is being used. There is a kitchen with complete equipment for cooking and laundry work, and a dining room where lunches are served to the children who live at too great a distance from the school to go home for their lunches. There is a fully equipped gymnasium which is also used as an assembly room. The industrial room has four large looms, two sewing machines, as well as equipment for brush making, chair caning and kindred activities. The manual training shop is equipped with a bench for each child and a full complement of tools necessary for wood work. It has cabinets for tools and unfinished work, for paint and other supplies.

The boys' "Trade" class is equipped with benches for wood work and all the necessary tools for the better grade of wood work. It also has equipment for cobbling and other trade activities. It has cabinets for tools, unfinished work, paint and other supplies.

The academic work room is equipped with tables and chairs, blackboards and cabinets for books. This room is supplied with all books and materials needed to teach the regular school subjects.

The low grade classes have a piano and a phonograph and the necessary kindergarten equipment. These classes have the necessary tools for elementary wood work. The lowest grade class has steamer chairs and blankets for use in the rest period.

Five of the rooms have running hot and cold water. There is a bath tub in the medical room which is used for sanitary and therapeutic reasons.

BINET SCHOOL NO. 3

Binet School No. 3, on Alyea Street near Patterson Street, has five classes with as many teachers. One of the teachers is the Head Teacher who has charge of the building. This school has five classes, organized on the departmental plan and graded from low to high.

Equipment

The building is a comparatively modern building. One of the rooms has been fully equipped as a gymnasium. This room is also used as an assembly room. The industrial work room is equipped with four large looms, one of which the children made in their own

shop; three small looms, two sewing machines and the necessary apparatus for brush making, chair caning and other activities. The manual training shop is equipped with a work bench for each child and the necessary complement of tools for wood working.

The academic work room is equipped with tables, chairs, and blackboards, and with the necessary books, paper and pencils needed to teach the regular school subjects.

ROBERT TREAT BINET CLASSES

There are five classes for defectives in the Robert Treat School, which is located at Norfolk Street and Thirteenth Avenue. One class is a low grade class. The remaining four classes are organized on the departmental plan and are graded from low to high. The boys and girls are separated, except in the two low grade classes.

Many more classes are needed at this Binet Center and probably will be organized when the space for them is found.

Equipment

There is very little adequate equipment at the Robert Treat Center at present; in fact, almost none of the equipment which is standard for the Binet Classes in Newark. There is no kitchen or gymnasium equipment and the academic class room, unfortunately, has regular class room seats. These, however, will be changed to the proper tables and chairs, and other necessary equipment will be provided when the classes are moved into a separate building, which it is proposed to do as soon as such a building can be obtained. One of the rooms assigned to the Binet Classes is equipped as a shop. This shop has a work bench for each child and has a full complement of tools for woodworking. The industrial room has one loom and one sewing machine, with some of the necessary equipment for brush making, chair caning and kindred activities.

WAVERLY AVENUE BINET CLASSES

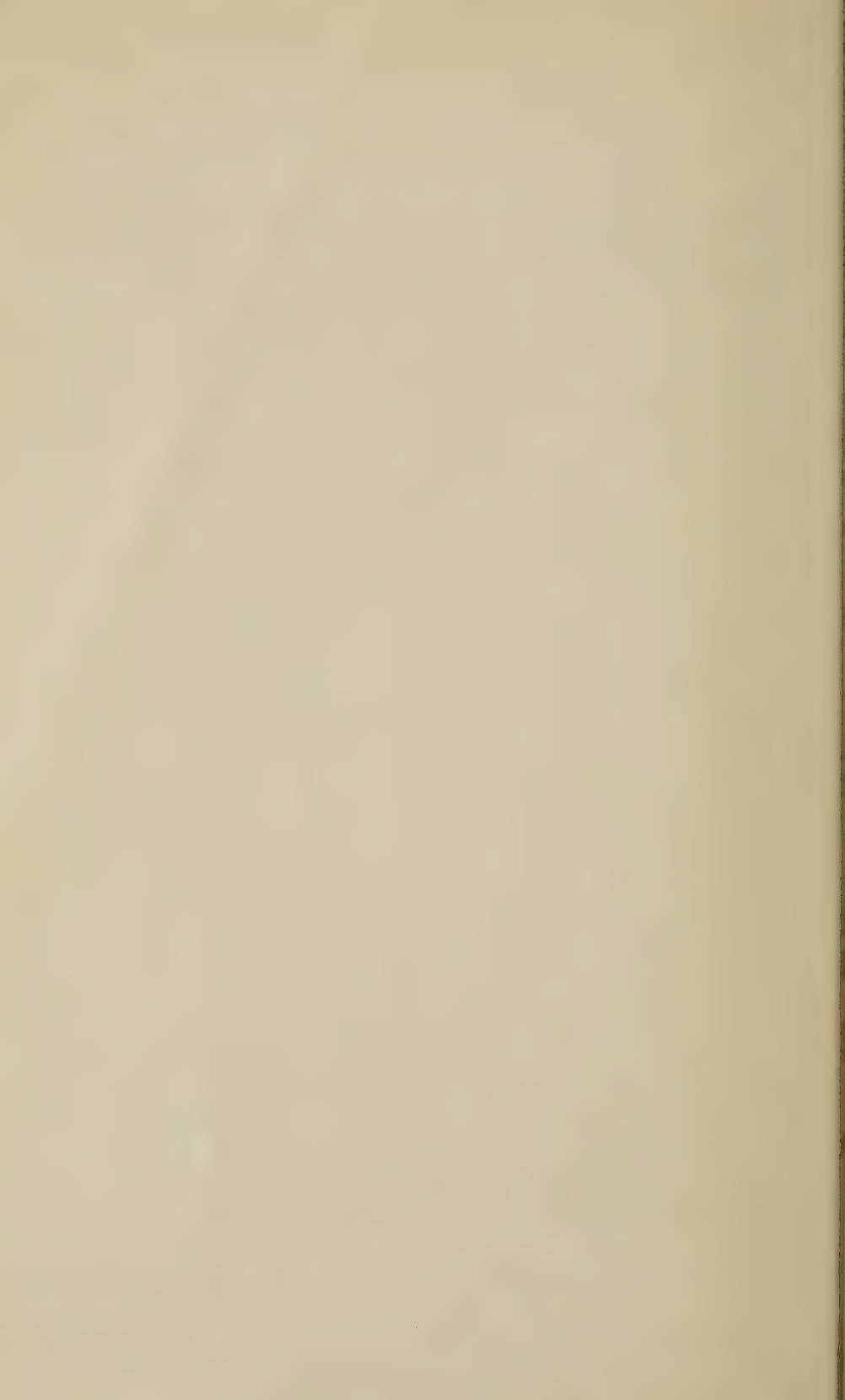
There are two Binet Classes in this building. One is a class for boys and one is a class for low grade boys and girls.

Equipment

The boys' class room is equipped as a shop with a work bench for each child, with a full complement of tools for wood working; also a loom, and equipment for brush making, chair caning, and other activities.



GIRLS IN DOMESTIC SCIENCE CLASS—BINET SCHOOL No. 2



The low grade class room, where there are a few big girls, is equipped with a gas range, running hot and cold water, and a stationary tub. It has a piano and a phonograph.

The physical training activities are carried on in the court or yard.

MOSES BIGELOW BINET CLASSES

There are two Binet Classes at Moses Bigelow School, which is located at Fifteenth Avenue and Fourteenth Street. One of the classes is for boys and one for girls. These classes are in an isolated part of the building and have their own entrance and exit.

Equipment

The boys' class room is equipped as a manual training shop. It has a work bench for each child and a full complement of tools for wood working. There are two large looms and the boys themselves are building another one. The work benches are in one-half of the room and the rest of the room is a cleared space. This space is used for physical training activities. There is a piano, and also a phonograph, in this room.

The girls' class room is equipped as a kitchen. It has a gas range and sink with running hot and cold water. It has an ice box, kitchen cabinets and dish closets and stationary tubs. This room also has tables and chairs, as it is used for academic work as well as for the household science and sewing.

All of the rooms in the Binet Schools and Classes, whether they be gymnasiums, shops, kitchens, or industrial rooms, are in use every minute of the day schools are in session.

SELECTION OF THE CHILDREN FOR BINET SCHOOLS AND CLASSES

Problem children, or in fact any children, whom principals wish to have examined are sent to the Public School Clinic. The principal submits the following blank properly filled out for any child he wishes to have examined:

Form 842

Child**History**

DEPARTMENT OF MEDICAL INSPECTION
PUBLIC SCHOOL CLINIC
NEWARK, N. J.
PSYCHO-EDUCATIONAL CLINIC

Case.....

Date.....

BOARD OF EDUCATION,
NEWARK, N. J.

Name..... Age..... yrs..... mos.; born.....

Address..... School..... Grade.....

Place of birth..... If foreign born, how long in U. S..... years

History obtained by..... Facts given by.....

FAMILY HISTORY

Name of father..... (white; colored) Mother..... (white; colored)

Born when?..... where?..... when?..... where?.....

If foreign born, how long in U. S..... yrs. yrs.

Occupation

Health

Living, dead. If dead, how long?..... yrs. Living, dead. yrs.

Cause of death

LIST OF ALL CHILDREN WHETHER LIVING OR DEAD

Give in order with names or sex and age. If dead, give age and cause of death. If in school, give name of school and grade. If out of school, state occupation and highest grade reached in school.

1.

2.

3.

4.

5.

6.

7.

8.

.....miscarriages after birth of.....child.

(Reverse Side)

Home conditions*.....No. of rooms.....Language spoken by parents.....

Diseases child has had (state age of occurrence and also note chronic ailments):

Convulsions..... Rheumatism.....

Measles.....Scarlet fever.....

Mumps..... Whooping Cough.....

Present health*.....Appetite*.....Energy*.....

Child began to walk at.....mos.; to talk at.....mos.

In what way did this child seem different from the other children during infancy?.....

In what way now?.....

Moral status*.....Note tendencies to disobedience, truancy, theft, lying, etc.....

SCHOOL RECORD

Promotions and days of attendance to be copied from salmon card.

[illegible]

Present teacher's estimate of work*

Reading.....Spelling.....Number.....

History..... Geography..... Manual work.....

Present teacher's estimate of intelligence*.....

Additional information

Reasons for reporting child.....

*Estimate as very superior, superior, average, inferior, or very inferior.

This form is sent to the Public School Clinic. The child is then examined mentally and physically and a report is made in triplicate

on the form given below. One copy is sent to the Superintendent of Schools, one to the Principal of the school which the child is attending, and one to the Supervisor of Binet Schools and Classes, if the child is recommended for admission to one of these schools.

DEPARTMENT OF MEDICAL INSPECTION

No. Public School Clinic Board of Education
Newark, N. J.

Summary of examination in the PSYCHO-EDUCATIONAL DEPARTMENT

Name of Child Age

Name of parent Address

School attended Referred by

Diagnosis

Recommendation

Date Signed
Psychologist

Date Signed
Medical Inspector

From these reports the waiting list for the Binet Schools is made and the vacancies filled. The Supervisor of the Binet Schools recommends to the Superintendent of Schools that a certain child on the waiting list be sent to a specific Binet School or Class. The Superintendent of Schools sends his direction to the principal of the school which the child is attending that said child be sent to the Binet School or Class specified. The children are thus admitted to the Binet Classes only on direction of the Superintendent of Schools.

GRADING OF THE CLASSES

The classes have been characterized as "low grade", "departmental", which were graded from low to high, and "Trade" classes.

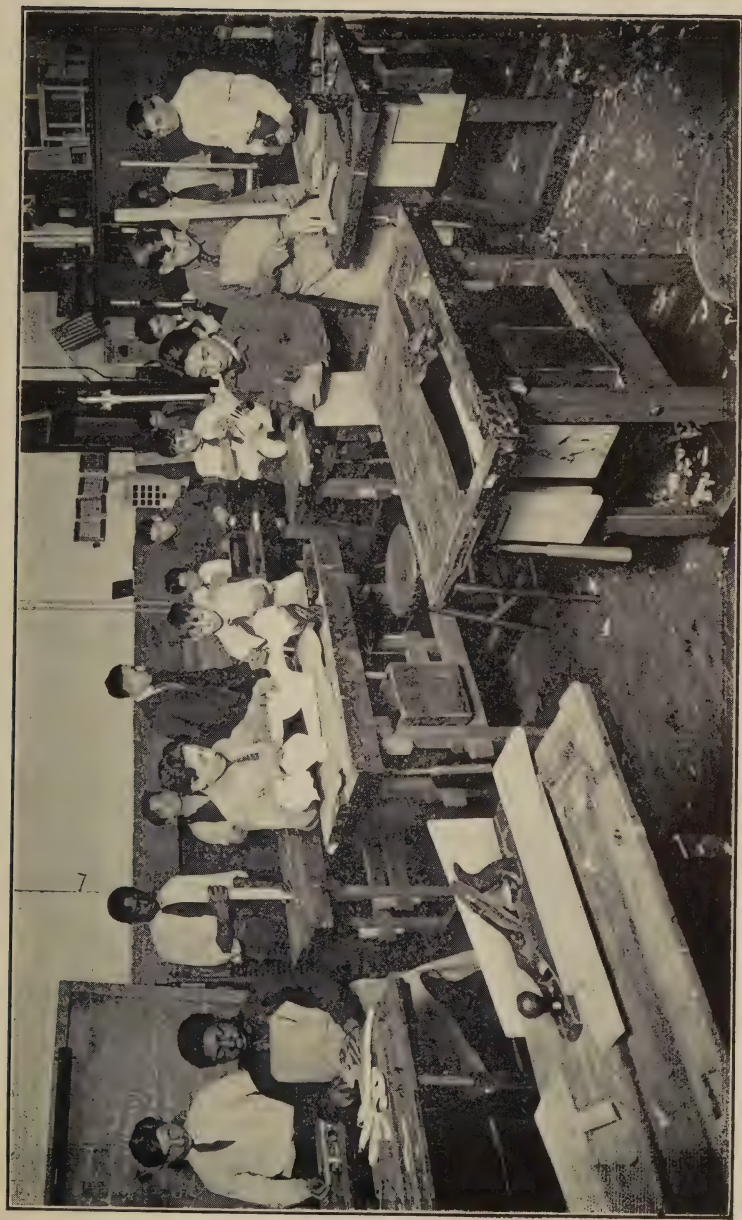
MENTAL AND CHRONOLOGICAL AGES OF CHILDREN

Low Grade Class

The children in the low grade classes are chronologically from seven to fourteen years old, and mentally from three and one-half to six years old.

Departmental Division

In the departmental division of each school there are five classes—four boys' classes and one girls' class. In Class I of this division



BOYS IN MANUAL TRAINING SHOP—BINET SCHOOL No. 2

Once a year each child is re-examined and the results recorded on the card given below.

This record is an excellent picture of the child's work and progress during his attendance at a Binet School or Class.

PUBLIC SCHOOLS OF NEWARK, N. J.
DEPT. OF SPECIAL CLASSES

FORMER SCHOOL.....		PRESENT SCHOOL.....		GRADE.....		ENTERED.....	
NAME.....							
Dates Examined							
Born							
Mental Age							
Intelligence Quotient							
Reading							
Number							
Language							
Spelling							
Manual Training							
Physical Training							
Wood Work							
Kitchen							
Common Sense							
Manual Training							
Physical Training							
Wood Work							
Kitchen							
Conduct							

Form 81

Under "common sense" there are four headings so that each teacher in the departmental division may rate the child under this heading.

In addition to the above records each teacher is required to keep plan books in which the work for each month is carefully outlined. As few records and reports as possible are required of teachers consistent with the efficient organization of the department.

Curriculum in Binet Schools

I. PERSONAL CLEANLINESS AND HYGIENE

The children of all classes are taught how to bathe, the care of the teeth, hair, nails and clothing.

For this purpose there are bath-tubs in all Binet School buildings, running hot and cold water in many of the rooms. Individual tooth brushes, combs, and orange wood sticks are cared for in the class rooms. If the public bath house is near enough to the school building its facilities are used. Individual bath and face towels are washed in the school laundry by the children.

II. SENSE TRAINING—LOW GRADE CLASS

Formal sense training is taught in the low grade classes only. The sense training exercises are taken from Seguin, Montessori and the Kindergarten Curriculum.

Following are suggestive exercises for sense training taken from *Education of Defectives in the Public Schools*—Anderson:

A. Devices for Training Sense of Touch

Exercises for *tactile* sense.

- (1) Washing hands
- (2) Show child how to touch
- (3) Show child how to touch with eyes shut

Material for these exercises: Rectangular board alternately smooth and covered with sand paper, and a collection of paper slips of all grades from smooth to coarsest sandpaper.

Exercises for *thermic* sense.

- (1) Have the child feel of bowls filled with water of varying temperature.
- (2) Have the child put hands into cold, tepid, and warm water.

Exercises for *baric* sense.

(1) Form a miscellaneous group of tablets of different weights and have the children pick out tablets of same weight.

(2) Have children arrange in graduated order tablets of different weights.

Exercises for *sternognostic* sense. (Recognition of objects through feeling.)

(1) Call attention of child to form of two solids, as cubes and bricks.

(2) Let child feel carefully with eyes open.

(3) Have child, with eyes open, separate cubes and bricks (24 in all).

(4) Have child, blindfolded, separate cubes and bricks.

(5) Discrimination between small forms of all descriptions as in "mystery bag".

B. Devices for Training Sense of Smell

(1) Blindfold a child and give him a familiar flower.

(2) Have the children smell and give name.

(3) Have the children smell kerosene, coffee, peppermint, and other things with familiar odors, and give the names.

(4) Have bottles filled with different liquids. Have the children place together bottles containing liquids which have the same odor.

C. Devices for Training Sense of Taste

(1) Have the children taste and name that which is salt, sweet, bitter and sour.

D. Devices for Training Sense of Hearing

(1) Have various boxes filled with substances such as corn, sand, pebbles. Have children shake the box, listen to the sound, and name the substance.

(2) Games of silence.

a. Listening to the clock.

b. Listening to hear a child's name called.

E. Devices for Training Sense of Sight

(1) Catch eye by yours.

(2) Place objects child knows and wants where he will have to look for them.

(3) Use balancing pole.

(4) Sort colored ribbons, cards, etc., and place likes together.

(5) Arrange colors in graduated scale.

(6) Recognize colors by name.

NOTE—Do not confuse child by giving him too many colors at a time.

(7) Contrast differences in form.

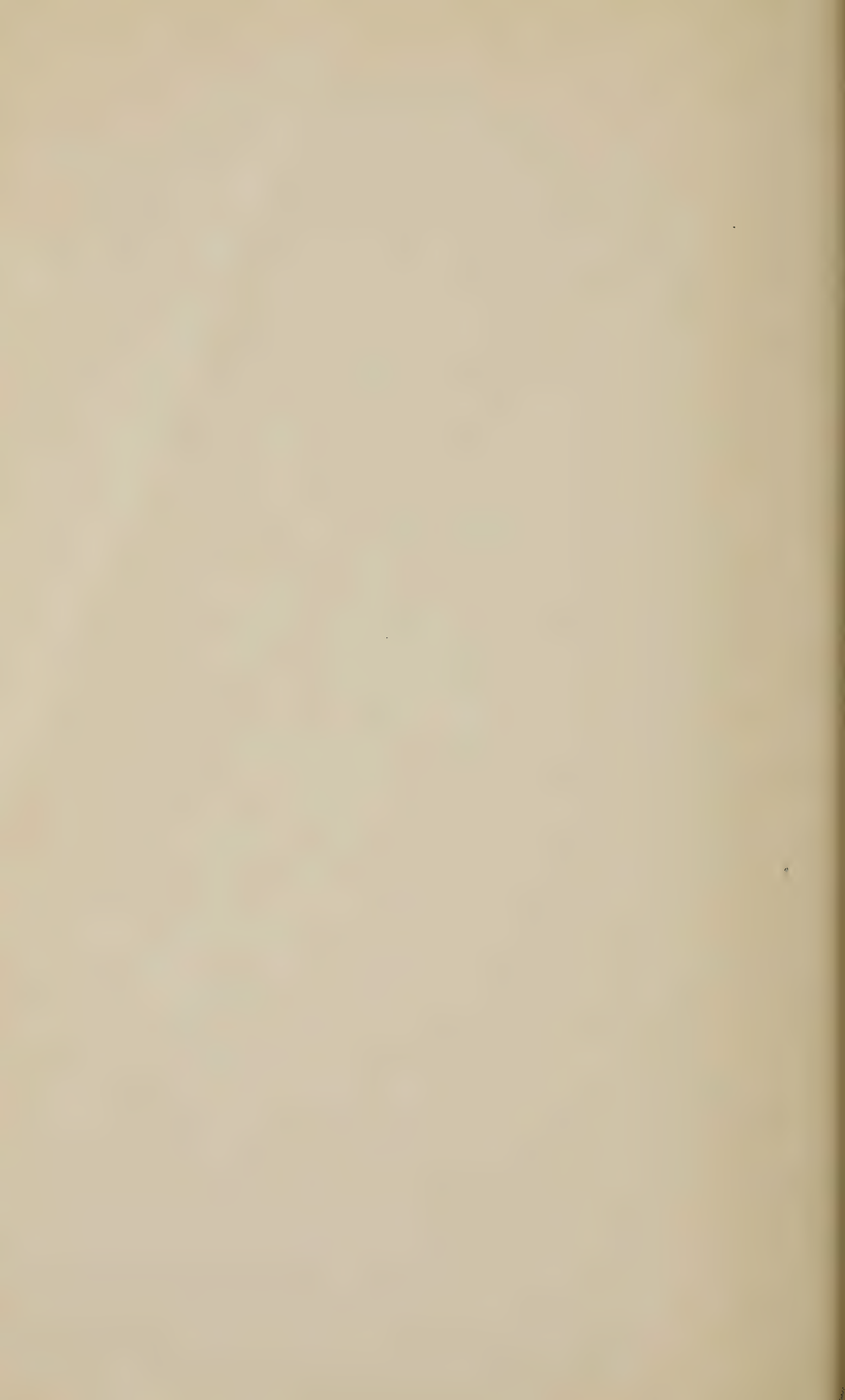
(8) Find similarities in form.

(9) Teachers place blocks and child imitates, first in simple fashion and then in more complex ways.

(10) Teacher creates combinations, first simple and then more



APPARATUS WORK—BINET SCHOOL NO. 2—NO IDLE CHILDREN, ALL
READY FOR COUNT



complex, and destroys them, and the child builds up the like from memory.

(11) Compare the longest and shortest parts of the "long stair."

(12) Have children arrange the "long stair" in order.

(13) Teacher separates two objects a certain distance, and children imitate.

(14) Long and short distance to certain objects noted.

(15) Teacher draws lines on the blackboard, at first in simple designs and then in more complex. Children imitate them.

III. MUSIC

Low Grade

Rhythmic songs taken from Mother Goose collection. Other songs suited to mentality and age of children.

All Other Grades

1. Rote singing—Songs selected from school collections which are suitable to age and mentality of children.

A phonograph is of great help in training the children to be familiar with the songs which the teacher wants them to know.

2. Instrumental music—An energetic teacher will utilize any talent she may discover and encourage the playing of instruments which the children may have or acquire.

IV. SPEECH TRAINING IN ALL GRADES

The teachers learn and apply the methods outlined in the section on speech training for the normal children, for cases who need this special training.

Articulation exercises which may be used in whole or in part for all grades.

1. Breath control.

a. Blowing pinwheels,

b. Blowing feathers about.

c. Imaginary blowing out of candles.

2. Vocal drills.

a. Scale or song with "loo", "boo", "lo".

3. Ear training.

a. Teacher sings intervals as *do, me, sol, do*, or song with "loo". The children imitate.

4. Imitation exercises.

a. Teacher gives direction with lips, and children obey.

b. Children give directions with lips and other children obey.

5. Mother Goose rhymes or alliteration exercises.

V. HOUSEHOLD SCIENCE

Low Grade Class

The household science in this class consists of exercises of practical life carried on in their own room. These exercises consist of activities such as,—

1. Sweeping room.
2. Dusting chairs, window sills, piano, phonograph, cabinets, etc.
3. Washing blackboards.
4. Scrubbing tables.
5. Placing steamer chairs.
6. Folding blankets for chairs.
7. Keeping all equipment and material in order.

Boys' Group—Class I., Departmental Division

This group,—the lowest in the division,—works in the kitchen. Its activities are—

1. Washing dishes.
2. Laundering towels.
3. Cleaning dining room after lunch has been served.
4. Cleaning gas stoves and gas range.
5. Cleaning sink and garbage cans, etc.

Boys' Group—Class II., Departmental Division

This group works in the kitchen and its activities are:

1. To complete cleaning unfinished in first period.
2. To wash counters and polish them.
3. To polish faucets.
4. To scrub floors.

Boys' Group—Classes III. and IV., Departmental Division

NOTE—These classes do not work in the kitchen.

Girls' Group—Class V., Departmental Division

This group,—the lower of the two girls' classes in the departmental division,—works in the kitchen and its activities are:

1. To complete preparation for lunch which has been begun by the higher grade group of girls.
2. To set table for children who remain at school for lunch.
3. To arrange trays for teachers.
4. To do some finer cleaning, such as ice-box, cabinets.
5. To do laundry work, such as kitchen aprons, middies.
6. To serve lunch.

Trade Class for Girls

This group works in the kitchen and its activities are:

1. To cook lunch for the children who stay for lunch at the school building.
2. To cook muffins, cakes, puddings, soups, stews, vegetables, candy, etc.
3. To do some finer laundry work, such as tablecloths, curtains, etc.

VI. MANUAL TRAINING**Low Grade Class**

The low grade children do all work in their own room. The children in this group learn motor control through the use of hammer, saw, plane—adjusted to the size of the children. When they get to the stage of knowing how to hit a nail on the head, sawing to a line, they begin to make

1. Crude boxes for seeds or other uses
2. Noah's Arks
3. Toy animals
4. Toy furniture
5. Table looms with heddles for their own use

Class I.—Lowest Class, Departmental Division

This group does its work in a regularly appointed shop. These children know the use of a greater number of tools, do more accurate and better work, than the lowest group. They know the use of

1. Hammer
2. Coping saw
3. Back saw
4. Small plane
5. Limited use of the try square

The children in this group make articles such as—

1. Toys of thin wood with coping saw
2. Toy wagons, automobiles, etc., involving the simplest construction.

Class II.—Departmental Division, Boys

The children in this group know the use of the following tools:

1. Hammer
2. Coping saw
3. Back saw
4. Small plane
5. Hand drill

6. Large plane
7. Brace and bit
8. Files
9. Greater use of try square

The children in this group make such articles as

1. Toys of $\frac{1}{2}$ " wood, with coping saw.
2. Toy wagons, automobiles, etc., involving more difficulties of construction than the first group.
3. Benches for foot stools and for little children to sit on.

Class III.—Departmental Division, Boys

The children in this group know the use of following tools:

1. Hammer
2. Coping saw
3. Back saw
4. Small plane
5. Large plane
6. Hand drill
7. Brace and bit
8. Files
9. Greater use of try square

The children in this group make articles such as

1. Toys of $\frac{5}{8}$ " and $\frac{7}{8}$ " wood with coping saw. These toys are more difficult to make than those required of the first two groups.
2. Shoe shine boxes.
3. Benches of more complicated pattern, involving curved lines instead of straight lines.

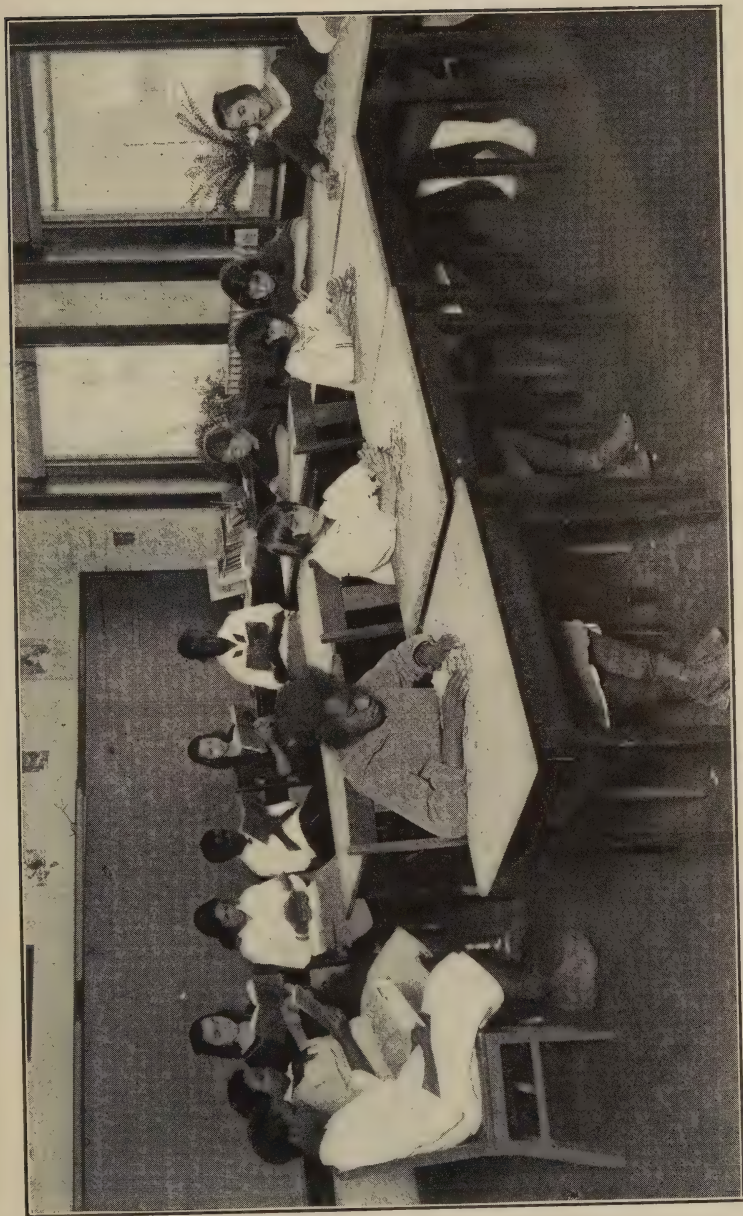
Class IV.—Departmental Division, Boys

The children in this group know the use of all the tools listed in above groups and these others as well:

1. Cross cut saw
2. Rip saw
3. Jack plane
4. Auger bit
5. Sloyd knives

The children in this group make such articles as

1. Nail boxes, and other things needed for shop equipment.
2. Knife boxes
3. Salt boxes
4. Benches
5. Magazine racks
6. Broom holders, etc.



ACADEMIC WORK ROOM—BINET SCHOOL No. 2

The finish, the painting and the character of the work in general is progressively better in each successive class. The steps are very gradual as the children vary comparatively little in mentality. A very few are eight year olds, and a few are five year olds, the greater number being six and seven year olds mentally. The results obtained from a child depend largely upon the length of time under training.

Trade Class for Boys

The children in this group are the best trained group of boys in the school. These boys have been trained in the departmental division of the school. The children in this group know the use of all the tools mentioned in connection with the other groups and in addition they know—

1. Turning saw
2. Key hole saw
3. Marking gauge
4. Mallet
5. Ruler
6. Compass
7. Spoke shave
8. Mitre box
9. Dowel jig, and any other tools necessary for work in a well equipped manual training shop.

The children in this group make such articles as—

1. Simple furniture involving the use of
 - a. Mortise and tenon joints
 - b. Dowel joints
 - c. Lap joints
2. Repairing of various sorts, such as
 - a. Chairs
 - b. Tables
 - c. Benches and school equipment
3. Equipment for school such as
 - a. Tables
 - b. Waste baskets
 - c. Umbrella stands
 - d. Cabinets
 - e. Looms
4. Medicine cabinets
5. Book cases

VII. INDUSTRIAL WORK

All hand work is classified in this department and includes such activities as—brush making, chair caning, small loom weaving, large loom weaving, preparing loom material, paper cutting, color work, basketry, raffia work, metal work, clay modeling, knitting, crocheting, sewing.

Low Grade Mixed Class

The children in this group who have had training enough in the work requiring large muscles to warrant it are taught—small loom weaving, paper cutting, color work, clay modeling, knitting, crocheting, sewing.

A. Weaving

The children in this group are taught weaving through the three first steps, viz.:

1. Weaving oil cloth strips with colored splints.
2. Weaving on tyndall looms.
3. Weaving on looms with heddles. These looms are made by the children themselves. This work is crude and coarse but it interests the children and prepares them for the work which comes in later classes.

B. Paper Cutting

This consists of

1. Cutting to line of such things as
 - a. Pictures from books or magazines
 - b. Drawings to be used as parts of posters, or illustrations for a story, etc.
2. Free cutting of things which interest the children such as
 - a. Flowers and plants or leaves used in nature study lessons
 - b. Paper dolls
 - c. Animals
3. Cutting from memory.

C. Color Work

The color work in this group consists of using colored crayons to color the drawing made by the children. Flat washes of water color are also used by the more capable children. The children also paint the wooden toys they make.

D. Clay Modeling

In this group the children model the simplest forms as square, ball, bricks, etc.

E. Knitting

The materials used by the children in this group consist of large knitting needles and coarse roving or rug yarn.

Class I.—Lowest Class, Departmental Division, Boys

The children in this group are taught weaving, paper cutting, sewing, cutting rags for carpet weaving.

A. Weaving

These children continue work on the small looms which have heddles. The results are better than those in the lower group.

B. Paper and Rag Cutting

This work consists of

1. Cutting to line of pictures and drawings made for posters, etc.
2. Free cutting of things of interest to the children such as flowers and fruits, etc.
3. Cutting rags for rug material

C. Sewing

The materials for the sewing for this group are coarse and large and consist of burlap, worsted, large needles. With this material they make

1. Burlap bags for own use
2. Bean bags

The children in this group are also able to learn to sew the carpet rags in such a way that they are very useful.

Class II.—Departmental Division, Boys

The boys of this class do brush making and make such brushes as

1. Vegetable brushes
2. Various forms of scrub brushes
3. Bench brushes
4. Radiator brushes
5. Floor brushes

Class III.—Departmental Division, Boys

The children of this group make rugs on the large foot looms. They do their own threading of the looms and get the rugs ready for sale.

Class IV.—Departmental Division, Boys

The work of the children in this class is mixed and consists of

1. Making rugs on large looms
2. Chair caning
3. Higher grade of brush making
4. Basketry

Class V.—Departmental Division, Girls

The work of the children in this group consists of

1. Crocheting
2. Knitting
3. Sewing

A. Crocheting

Crocheting is done first with coarse needles and materials, and then gradual progress is made to the use of finer needles and materials.

The problems made are those which the time and need and prevailing style suggest, and are such as

1. Trimming for underwear
2. Purses
3. Bags, etc.

B. Knitting

Knitting is likewise done first with coarse needles and coarse materials, and then gradual progress is made to the use of finer needles and materials. The problems made are such as

1. Caps
2. Sweaters
3. Shawls
4. Slippers, etc.

C. Sewing

Much of the work in the industrial division is a preparation for the sewing. Before doing much actual sewing the children must learn the use of the scissors, the handling of material, weaving, the use of large needles and coarse worsted. When the children are ready to be taught sewing, the regular course of study in Domestic Art as outlined in Monograph No. 4 is carried out in so far as it is possible or practicable with defective girls.

Trade Class for Girls

The work in this class consists of

1. Crocheting
2. Sewing

A. Crocheting

These girls do the finer crocheting and learn to "pick out" patterns of various kinds of laces. The problems are determined by individual needs and the styles of the day and place.

B. Sewing

Sewing is one of the very important activities of this class of girls. They follow the regular course of study in Domestic Art as outlined in Monograph No. 4 in so far as it is practicable.

The work of these girls consists of

1. Repairing clothes
2. Mending
3. Darning
4. Making over old clothes
5. Making aprons for use in school, kitchen and at home
6. Making middie blouses
7. Making bloomers
8. Making underwear for own use
9. Making simple children's garments
10. Making dresses for themselves
11. Making hats for own use

These girls learn to use the sewing machine. The aim of the work in this group is so to teach it that it will function in the lives and homes of the girls.

VIII. PHYSICAL TRAINING**Low Grade Class**

The work of this class consists of

1. Rhythm
 - a. Marching to music
 - b. Skipping to music
 - c. Running to music
 - d. Folk dancing
 - e. Rhythmic games
2. Apparatus
 - a. Rings
 - b. Ladder
 - c. Ropes

3. Games
 - a. Sense training games

Class I.—Lowest Class in Departmental Division, Boys

The work of this class consists of

1. Response work
 - a. Grade III. of regular physical training syllabus.
2. Imitation work
 - a. Grade III. of regular physical training syllabus.
3. Rhythm work
 - a. Grade III. of regular physical training syllabus. With music.
4. Folk dancing
 - a. Chimes of Dunkirk
 - b. Danish Dance of Greeting
 - c. Carousel
5. Games
 - a. Running games
 - b. Tag games
 - c. Singing games
 - d. Quiet games as "Cat and Mouse".
6. Apparatus—simple use of
 - a. Horse
 - b. Parallels
 - c. Rings
 - d. Stall bars
 - e. Ladder
 - f. Ropes
7. Simplified athletics
 - a. Single racing
 - b. Relay racing

Class II.—Departmental Division, Boys

The work of this class consists of

1. Response work
 - a. Grade III. second half and Grade IV. first half of physical training syllabus.
2. Imitation
 - a. Grade III. second half and Grade IV. first half of physical training syllabus.
3. Rhythm
 - a. Grade III. second half and Grade IV. first half of physical training syllabus—without music.

4. Games
 - a. War clubs
 - b. Dodge ball
 - c. Good Morning
5. Folk dancing
 - a. Sailor's Hornpipe
6. Apparatus—greater use of
 - a. Horse
 - b. Parallels
 - c. Rings
 - d. Stall bars
 - e. Ladder
 - f. Ropes
 - g. Indian clubs
 - h. Dumb-bells
 - i. Wands
7. Athletics
 - a. Single racing
 - b. Relay racing

Class III.—Departmental Division, Boys

The work of this group consists of

1. Response work
 - a. Grade IV. second half and Grade V. first half of physical training syllabus.
2. Imitation work
 - a. Grade IV. second half and Grade V. first half of physical training syllabus.
3. Rhythm work
 - a. Grade IV. second half and Grade V. first half of physical training syllabus.
4. Folk dancing
 - a. Sailor's Hornpipe
5. Games
 - a. Dodge ball
 - b. War clubs
 - c. Base ball
6. Military tactics
 - a. Marching
 - b. Halting
 - c. Facing
 - d. Flank marching

- e. Column marching
- f. Counter marching
- g. Rear marching
- h. Right dress
- i. Count off—2 and down
- 7. Apparatus—greater use of
 - a. Horse
 - b. Parallels
 - c. Rings
 - d. Stall bars
 - e. Ladder
 - f. Ropes
 - g. Indian clubs
 - h. Dumb-bells
 - i. Wands
- 8. Athletics
 - a. Standing broad jump
 - b. Running broad jump
 - c. Running high jump
 - d. Chinning bar

Class IV.—Departmental Division, Boys

Trade Class for Boys

The work of these classes consists of

- 1. Response work
 - a. Grade V. of physical training syllabus.
- 2. Imitation work
 - a. Grade V. of physical training syllabus.
- 3. Rhythm work
 - a. Grade V. of physical training syllabus.
- 4. Folk dancing
 - a. Sailor's Hornpipe
 - b. Highland Fling
- 5. Games
 - a. Dodge ball
 - b. War clubs
 - c. Base ball
 - d. Basket ball

6. Military tactics
 - a. Marching
 - b. Halting
 - c. Facing
 - d. Flank marching
 - e. Column marching
 - f. Counter marching
 - g. Rear marching
 - h. Right dress
 - i. Count off, 2—down
7. Athletics
 - a. Standing broad jump
 - b. Running broad jump
 - c. Running high jump
 - d. Chinning bar

Class V.—Departmental Division, Girls, Low Grade

The work of this group consists of

1. Response work
 - a. Grade III. second half and Grade IV. first half of physical training syllabus.
2. Imitation
 - a. Grade III. second half and Grade IV. first half of physical training syllabus.
3. Rhythm work
 - a. Grade III. second half and Grade IV. first half of physical training syllabus.
4. Dancing
 - a. Folk dancing
 1. Chimes of Dunkirk
 2. Danish Dance of Greeting
 3. Children's polka
 4. I see you
 5. Carousel
 6. German Clap Dance
 7. Norwegian Mountain Dance
 8. Pop Goes the Weasel, etc.
 - b. Social dancing
 1. Waltz
 2. Two-step
 3. One-step

5. Games
 - a. Dodge ball
 - b. Fan ball
 - c. Going to Jerusalem
 - d. Singing games, etc.
6. Apparatus
 - a. Stall bars
 - b. Ropes
 - c. Rings
 - d. Ladder
 - e. Parallel bars
 - f. Horse
 - g. Wands

Trade Class for Girls

The work of this class consists of

1. Response work
 - a. Grade VI. of physical training syllabus.
2. Imitation
 - a. Grade VI. of physical training syllabus.
3. Rhythm work
 - a. Grade VI. of physical training syllabus.
4. Dancing
 - a. Folk
 1. Chimes of Dunkirk
 2. Danish Dance of Greeting
 3. Norwegian Mountain Dance, etc.
 - b. Social dancing
 1. Waltz
 2. One-step
 3. Two-step
 - c. Esthetic dancing
5. Games
 - a. Dodge ball
 - b. Musical clubs, etc.
6. Athletics
 - a. Single racing
 - b. Relay racing

All Groups

Corrective work

1. Standing position
 - a. Arms sideward—raise, palms upward stretch, circle backward.
 - b. Arms forward, bend, stretch.
 - c. Hands on shoulders—stretch.
 - d. Hands behind neck—stretch.
2. Lying position
 - (On back) a. Raise alternate leg upward.
 - b. Raise arms forward and upward.
 - c. Bend knees. Raise to chest.
 - (On stomach) d. Arms upward—bend: overhead—stretch: raise downward and backward.
3. Sitting position
 - a. Arms upward—bend: overhead stretch; raise downward and backward.
4. Stall bars
 - a. Bend knees—extend.
 - b. Both legs sideward.
 - c. Combination of the two exercises.
5. On the side
 - a. Scissors exercise.

NOTE—The types of work given in physical training do not vary but the grades of the work vary according to the mentality, length of time under training, and ability of the children in the Binet Schools at any given time.

IX. ACADEMIC WORK

The academic work as outlined covers the work taught in Binet schools at present and it seldom occurs that new children have ability to do more work than is here laid down.

Low Grade Class

The children in this group are of kindergarten grade mentally and therefore the academic work of this class is of the simplest.

When the children are able to do more they are promoted to a class where there is more academic work given.

A. Language

1. Oral
 - a. Informal conversation on things of close personal interest to the children.

- b. Talks about nature material which should consist principally of live animals under direct observation of the children.
- c. Narration of their own activities.

NOTE—The children in this group should be encouraged to talk in sentences rather than isolated words as they are prone to do.

- 2. Written
- None.

B. Reading

These children are for the most part learning to talk and very little reading is attempted beyond teaching them to recognize their own name and, perhaps, those of their mates when written on blackboard.

C. Penmanship

- 1. Large arm movements with crayon on blackboard. Exercises with large arm movements on large pieces of paper with colored crayons. Mass drawing.
- 2. Writing own first name, if possible.

D. Memorizing

- 1. Simplest nursery rhymes.
- 2. Mother Goose jingles.

E. Dramatization

Group I.—Lowest Group, Departmental Division

A. Language

- 1. Oral
 - a. Narrating own experiences as
 - 1. Happenings on way to school
 - 2. Happenings in home life and in recreation
 - 3. Activities in school as
"What we do in the kitchen", etc.
 - b. Nature study observations as
 - 1. Weather observations
 - 2. Observation of animals under direct view of the children
 - c. Reproduction of stories, such as
 - 1. Johnny Cake
 - 2. Little Red Hen
 - 3. Buckwheat Boy
 - 4. Naughty Billy Goat
 - 5. Belling the Cat

2. Written

- a. Writing of the simplest sentences based on oral language.

NOTE—The children will need the help of having the words they use written on blackboard.

3. Memorizing

- a. Simplest Mother Goose Rhymes as
 Little Bo-Peep
 Hush-a-bye-baby.

4. Dramatization

B. Reading

1. Phonics

- a. Consonants and short vowels.

2. Oral reading

- a. Blackboard reading

- 1. Reading of sentences given by children and written on blackboard by teacher.

- b. Book reading

- 1. Reading from typewritten (large type being used) copies of sentences and stories previously read from blackboard.

- 2. Reading from suitable standard primer or First Reader.

3. Silent Reading

- 1. Reading very simple review sentences from blackboard.

C. Penmanship

- 1. Free arm exercises on blackboard

- 2. Attention to letter forms

- 3. Continued emphasis on writing their own names.

D. Number

- 1. Counting by ones, twos, and tens to 100

- 2. Measurements—long, short, high, low, etc.

Group II.—Departmental Division*A. Language*

1. Oral

- a. Narrating own experiences such as

- 1. Happenings on way to school.

- 2. Happenings in home life and in recreation.

- 3. Activities in school as

“What we do in the Shop”, etc.

- b. Nature study observations as
 - 1. Weather observations.
 - 2. Observation of animals under direct view of children.
 - 3. Observation of things growing in garden, window boxes, etc.
 - c. Reproduction of stories as
 - 1. Cinderella
 - 2. Red Riding Hood
 - 3. One Eye, Two Eyes, Three Eyes, etc.
 - 2. Written Language
 - a. Writing of simple sentences based on oral language.
- NOTE—These children will need the help of having the words they use written on blackboard.
- 3. Memorizing
 - a. More difficult Mother Goose Rhymes
 - b. Non-sense rhymes
 - c. Flag salute
 - 4. Dictation
 - a. Simple sentences learned in reading
 - 5. Dramatization

B. Reading

- 1. Phonics
 - a. Long vowel sounds
- 2. Oral reading
 - a. Blackboard reading of sentences given by the children and written on board by teacher.
 - b. Book reading
 - 1. Language material given by children and typed by teacher with typewriter having large type.
 - 2. First Reader.
- 3. Silent Reading
 - a. Review of class work.

C. Penmanship

- 1. Free arm exercises on blackboard and on paper.
- 2. Attention to letter forms.
- 3. Continued emphasis on writing names and addresses.

D. Number

1. Counting by ones to 200.
2. Counting by twos and tens to 100.
3. Reading and writing numbers to 100.
4. Simple addition.
5. Simple problems involving combinations learned.
6. Measurements
 - a. Distances in room as near, far, etc.
 - b. Comparisons as long, short, etc.

Group III.—Departmental Division*A. Language*

1. Oral
 - a. Narrating own experiences and activities.
 - b. Nature observations as
 1. Weather observations.
 2. Observations of animals, gardens and growing things generally.
 3. Seasons.
 - c. Information lessons in connection with holidays, current events, simple geography, industries, etc.
 - d. Reproducing of stories
 1. Fables and fairy stories as "Ugly Duckling" and "The Crow and the Pitcher".
2. Written
 - a. Writing of sentences and stories based on oral language.
 - b. Composing sentences using spelling words.
 - c. Filling blanks in sentences with the proper words.
 - d. Simple letters asking for employment.
3. Dictation
 - a. Simple sentences using spelling words.
4. Memorizing
 - a. Flag salute
 - b. America
 - c. Songs to be used for assembly singing
 - d. Seasonal poems suited to mentality of children.
5. Dramatization.

B. Reading

1. Phonics
 - a. Non phonic words as all, arm, at, etc.
 - b. Combinations as l—ow, b—all, m—at, etc.

2. Oral reading
 - a. Book reading—Second Reader.
3. Silent reading
Review of class work.

C. Penmanship

1. Free arm exercise.
2. Attention to letter forms.
3. Continued emphasis on writing of names and addresses.

D. Number

1. Counting by twos, threes, fours, fives and tens to 100.
2. Reading and writing numbers to 200.
3. Roman numerals I to X inclusive.
4. Simple addition with carrying.
5. Subtraction without borrowing.
6. $\frac{1}{2}$ of numbers to 20.
7. Measurements,—inch, foot, ounce, dozen.
8. Simple problems.
9. Multiplication by 2, 3, 4.

E. Drawing

1. Very simple mechanical drawing.
2. Very simple working drawings.
3. Simple design.
4. Lettering.

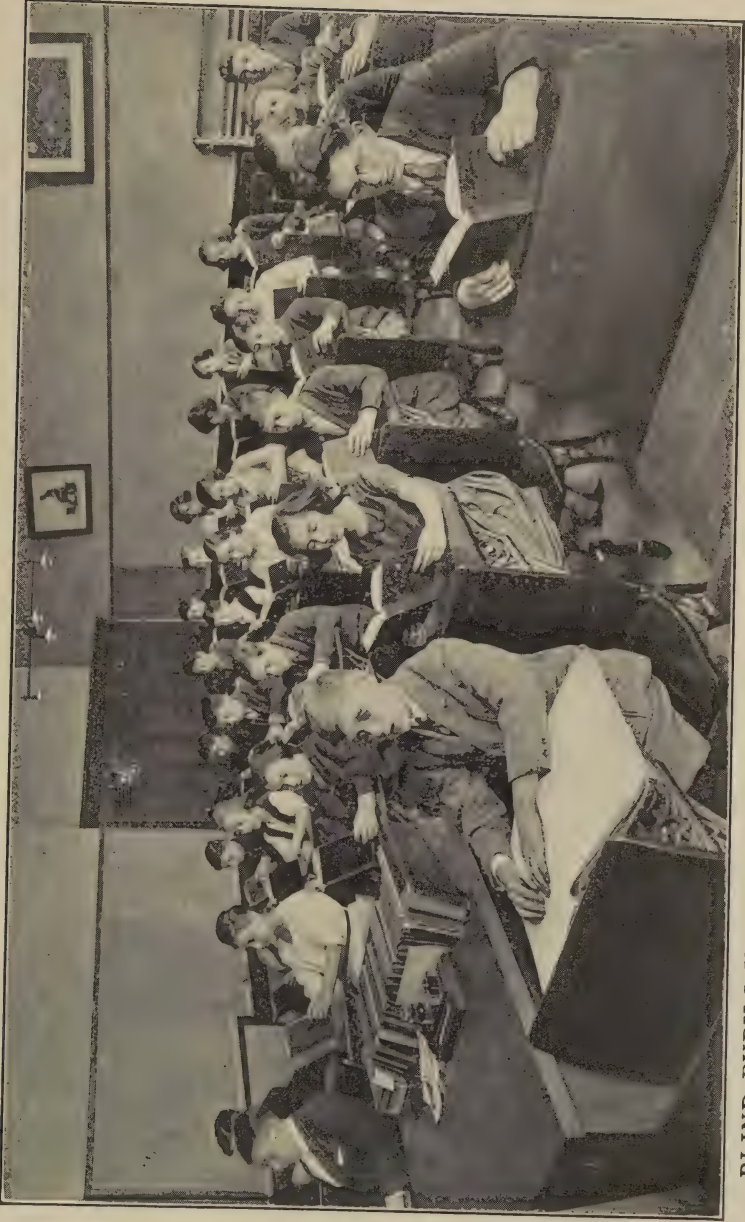
NOTE—A drawing board, ruler, try square, compass are used for this work. The matter learned is directly applied to the manual and industrial training where correct measuring is needed.

The number work learned in the academic class is applied in this exercise.

Group IV.—Departmental Division

A. Language

1. Oral
 - a. Narrating own experiences and activities.
 - b. Nature observations as
 1. Weather observations.
 2. Observations of animals, gardens, and growing things generally.
 3. Seasons.
 - c. Information lessons, in connection with holidays, current events, simple geography, industries.



BLIND PUPILS IN GRADE WITH NORMAL CHILDREN AT ROBERT TREAT SCHOOL

- d. Reproducing of stories as
 1. Fables and fairy stories
 - a. Fox and the Grapes
 - b. King Midas, etc.
2. Written Language
 - a. Writing of sentences and stories based on oral language.
 - b. Composing sentences using spelling words.
 - c. Filling blanks in sentences using proper words.
 - d. Simple letters asking for employment.
 - e. Friendly letters—very simple.
3. Dictation
 - a. Simple sentences using spelling words.
4. Memorizing
 - a. Flag salute
 - b. America
 - c. Songs to be used in assembly singing
 - d. Seasonable poems suited to mentality of children
 - e. Mottoes and sayings of great men
 - f. Memory gems.

B. Reading

1. Phonics
 - a. Continued use and application of phonics already learned.
2. Oral reading
 - a. Book reading
 1. Æsop's Fables
 2. Viking Tales
 3. Language Readers
 4. Reading Books—Second and Third and occasionally Fourth Reader.
3. Silent Reading
 - a. Review of class work.

C. Penmanship

1. Free arm exercises.
2. Attention to letter forms.
3. Continued emphasis on writing names, addresses and dates.

D. Number

1. Reading, writing, spelling, of numbers through 100.
2. Reading and writing numbers to 300 and farther if possible.
3. Roman numerals I to XX inclusive.
4. Addition and subtraction facts.
5. Multiplication by two figures and more, if possible.
6. Division by 2, 3, 4, 5, and more difficult, if possible.
7. $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ of numbers to 75 and farther, if possible.

8. Measurements—inch, feet, yard, pint, quart, bushel, peck, ounce, pound, minute, hour, day, week, month, year.

9. Simple problems.

Although there are eight classes of children in the larger Binet Schools, there are but five groups of work outlined. In some cases there are several classes doing the same grade of work in the academic subjects. Practically all the children in the Binet Schools fit in one of the groups outlined, and these groups appear to be fairly stable. It could happen at any time, however, that when these children who are now attending the Binet Schools leave school to go to work, their places may be filled with children doing a higher grade of work. In such a case, the course would be immediately revised to meet the needs of the incoming children.

Any children in the Binet Schools who show special or unusual ability (for defectives) are given individual instruction to meet the individual needs.

The academic work as outlined covers the work taught in Binet Schools at present and it seldom occurs that new children have ability to do more work than is here laid down.

PROGRAM FOR DEPARTMENTAL DIVISION

Binet School No. 1

	Girls' Trade Class	Kitchen	Shop	Gym	Academic	Indus- trial	Boys' Trade
8:35— 8:45	Milk served to all classes. Individual inspection.						
8:45— 9:00	Assembly for all classes except low grade.						
9:00— 9:40	Class V	Class VI	Class III	Class I	Class VII	Class II	Class IV
9:40—10:20	Class V	Class VI	Class I	Class VII	Class II	Class IV	Class III
10:20—11:00	Class VI	Class V	Class I	Class II	Class IV	Class III	Class VII
11:00—11:40	Class VI	Class V	Class II	Class IV	Class I	Class III	Class VII
11:40—11:45	Dismissal						
11:45— 1:00	NOON.—Luncheon served to children who live at too great a distance from the school to go home for lunch.						
1:00— 1:45	Class V 2 days a week	Class II	Class IV	Class V 3 days a week	Class III	Class I	Class VII
	Class VI 3 days a week			Class VI 2 days a week			
1:45— 2:30	Class VI	Class I	Class IV	Class III	Class V	Class II	Class VII
2:30— 2:40	Teaching period in care of the room. Car tickets given out.						
2:40— 2:45	A "good-bye" assembly for all classes except low grade.						

- Class I. Low grade class of boys.
- Class II. Low grade class of boys.
- Class III. Middle grade class of boys.
- Class IV. Middle grade class of boys.
- Class V. Low grade class of girls.
- Class VI. High grade class of girls. (Trade class)
- Class VII. High grade class of boys. (Trade class)

PROGRAM FOR LOWEST GRADE (PRE-KINDERGARTEN)

Binet School No. 1

8:45— 9:00	Personal cleanliness and hygiene
9:00— 9:50	Morning-Circle—Language Music Speech correction Academic work
9:50—10:00	Marching
10:00—10:30	Sense training and industrial training
10:30—10:50	Physical training
10:50—11:00	Recess
11:00—11:40	Manual training—wood work
11:40—11:45	Dismissal
11:45— 1:00	NOON—Luncheon served to children who live at too great a distance to go to their homes for lunch.
1:00— 1:40	Children rest in steamer chairs.
1:40— 1:50	Recess
1:50— 2:40	Exercises in practical life
2:40— 2:45	Dismissal

PROGRAM FOR A TWO-ROOM CENTER

Moses Bigelow School

	Boys	Girls
9:00— 9:20	Assembly for both classes	
9:20—10:10	Academic work	Industrial work
10:10—10:50	Physical training	Household Science
10:50—11:40	Industrial work	Household Science
11:40—11:45	Dismissal	
11:45— 1:00	NOON—Luncheon served to children who live at too great a distance to go to their homes.	
1:00— 1:50	Household Science	Physical training
1:50— 2:30	Manual training (wood work)	Academic work
2:30— 2:55	Manual training	Sewing
2:55— 3:00	Dismissal	

ACTIVITIES OF CHILDREN OUTSIDE OF SCHOOL

While more of these children than we would wish get into mischief outside of school, still the greater number keep very busy after school doing much the same kind of thing that their normal fellows do, as for example:

1. Shining shoes.
2. Running errands.
3. Helping the butcher, the baker and the tailor, etc.
4. Gathering wood or coal from the dumps.

5. Helping with sweatshop work at home.
6. Helping with housework.
7. Caring for little brothers and sisters.
8. Going to movies.

There is much danger that these children will be imposed upon by the family or the neighbors. The teachers, all of whom make visits to the homes of each of their pupils at least once a term, watch for evidences of abuse of pupils, and bad home conditions are promptly reported to the proper authorities.

INFLUENCE OF BINET SCHOOLS ON NEIGHBORHOOD

This is a very difficult thing to measure. The teachers in the Binet Schools make every effort to teach the children to respect property. To this end they co-operate with those living near the schools, and neighbors have responded in a very gratifying manner. A neighbor bootblack says, "I can give a job to one of your boys. When I see all you do for the boys, I guess I can do something".

The teachers follow up so closely unpleasant happenings in the neighborhood, such as breaking of window panes, that it is almost difficult to get neighbors to report such things.

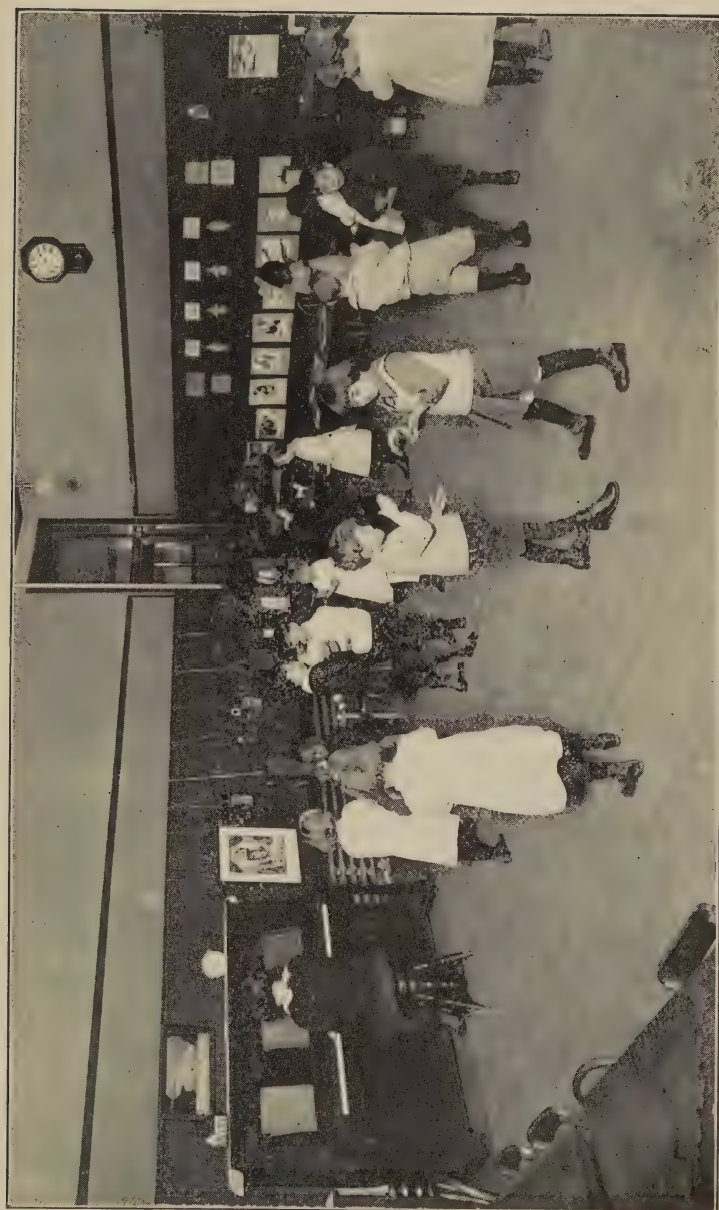
The household science department of the schools has had an excellent influence in the homes. It frequently happens that parents send for the recipes of dishes which the children have learned to cook. Sometimes they want to send materials and ingredients and have the children cook a dish in school.

When a child knows a teacher is to call at her home, she will often hurry home and "Clean the house like school" before the teacher gets there. In some homes the children have made their own furniture. They wear clothes they have made, or learned to make in school.

The teachers co-operate with the parents in getting children who are anti-social or too low grade to take any sort of place in the community in an institution. It is necessary for the parents to make application to the various institutions for the admission of their children. The teachers make the routine easier, explain the necessary steps, and help fill out the application blanks when so requested.

AFTER CARE

When the children leave the Binet Schools and Classes, they go to work, remain in the care of their families or go to an institution.



BLIND CHILD PLAYING KINDERGARDEN GAMES WITH SIGHTED
CHILDREN—WASHINGTON STREET SCHOOL

The greater number go to work. The kind of work consists of unskilled work of many kinds such as

1. Factory work of simpler variety.
2. Delivery boys.
3. Assistants to porters, janitors.
4. Cleaners.
5. Assistants to masons, carpenters, etc.
6. Odd jobbers of all sorts.
7. Junkmen.
8. House workers.

There is no doubt that there are many kinds of work these children could do well provided they could have the proper guidance and direction.

In so far as possible the teachers in the Binet Schools keep in touch with the children who have left in order to guide and direct them as much as they can. It is one of the sources of inspiration to the teachers of these difficult children, to have the children of all grades of mental defect, after having left, return to the school and proudly give a good account of themselves. They even return to visit and get in touch with "their" school after they have been out of school ten years.

This pride in the school on the part of the high grade children, and the credit they are so willing to give to the school which has helped them, is an answer to those who talk about the stigma attached to the children who go to these schools. It may be added that children, who once attended these schools, now grown up and married, have brought their husbands or wives to see the schools.

Classes for the Blind

THE PROBLEM

The department for the blind of the Newark Public School System has fulfilled its duty to the children by giving instruction not only to those with the one handicap of blindness, but also to the doubly afflicted. Among pupils enrolled in the classes for the blind have been one with a seriously crippled condition of body and two who, later, were sent to institutions for the feeble-minded. At present the department is carrying a pupil who is totally deaf as well as totally blind. When the scope of the merely academic education of blind children is understood to range from kindergarten to high school and from there to Junior College, one can easily comprehend that the training and education of the blind is a highly complex problem.

The varying ages at which sight is lost presents a complication. The lapse of time between the date of the loss of sight and the day the child enters school causes variation in ages among pupils of the same grade. The word *blind* is a relative term, so that in all schools for the blind are children with useful vision, but not in sufficient degree to enable them to get an education through books. The presence of some sight among the pupils complicates the problem still further.

G. Stanley Hall has said that a child losing sight before five years of age retains no memory of form and color. Whether or not this is true, the first step in training such a child is to bring into his experience a familiarity with common objects, to form a sufficient foundation on which to build.

There are three periods in his progress. First of all he must learn to do things so that he himself understands what he is about. Second, he must comprehend the ways that children with vision do those same things; because he, being blind, fits into the world in a very small ratio—one blind among two thousand with sight. His third lesson is to speed up his work, and to subordinate his processes to a sufficient degree that he may be able to take his place in a crowd and be understood; that is, he must learn to work in a group, to do team work, and to be, not a drag, but a useful member of his community. Each new process in his work is learned from his special teacher of the blind. The ability for team work is acquired, if ever, from the child's association with normal children of his own grade. In such a group he can measure his advancement truly, and

can acquire a spirit of emulation, and zeal to attack his difficult or tiresome task, with a sense of doing his individual share. Were he, however, constantly working with an ungraded group of blind children, it would be practically impossible for him to secure a proper spirit towards work in the world.

SCOPE OF THE WORK—SOCIAL AND ACADEMIC

The scope of the work in the School for the Blind is, therefore, as broad as are the needs of its individual pupils. It includes a degree of social work, home teaching, education of the seeing public, besides demanding a range of subjects from kindergarten through high school. It requires a personal adaptability to teach children of all ages. Fortunately, at times, the school's introduction to a pupil antedates his enrollment. The teacher who as a visiting friend insists that the family teach the child to button his frock, comb his hair, or tie his shoe, is probably the same person who, later, teaches him to bounce and catch the ball for the kindergarten game, and who finally tutors him in algebra. That is, the school attempts to teach blind children the homely virtues of correct living, as well as to train for mental alertness and concentration.

HISTORY OF THE NEWARK SCHOOL

The Newark School for the Blind opened in December, 1910. After two searching investigations only six pupils were found available for the first class. Earnest work was begun with these pupils, and within a year's time one seven-year-old boy was in the second grade, keeping pace in reading with a class of sighted children. Another boy of eleven years had found his place in the third grade. A girl of fifteen, who had come to us intelligent but undeveloped, was taking lessons in cooking, and was studying history and literature in the seventh grade. At Christmas time, these three were able to prepare embossed cards to carry the season's greetings to their friends—a forceful illustration of what the school could do to relieve the semidarkness of mind, and to bring the children to a condition where they could exercise self-activity in giving.

Within a half-year, our oldest pupil, hungry for knowledge, had not only learned to read Braille, but also to write it with contractions, and to use the typewriter deftly. She was, therefore, able to take her first examination. The subject was history, and she was given the same questions as other members of the eight-B class, these questions having been prepared for her in Braille. She passed, receiving a rating of eighty-five per cent.



BLIND PUPILS BUSY WITH HAND WORK—WASHINGTON STREET SCHOOL

The subsequent history of the first six pupils is interesting. One of the six has died. A boy, who left us at seventeen years, after four and a half years' training, has been placed permanently in a home for the feeble minded. A girl who was with us eight years and who left us at sixteen, unable to go above the third grade, was located in a cigar factory, where she was employed until the recent slackness of trade. A boy, sixteen years, just entering the eight-A grade, left after five and a half years' training to follow mechanical employments. He is now learning the plumber's trade. A boy who has been with us ten years is in the senior high school. A girl, after instruction of less than two years, left us at seventeen, to move south. There she was generally helpful, and frequently did type-writing for clubs and societies. She is now teaching the History of Music in a private studio. Of these pupils, two were totally blind, two had light perception, and two had very defective vision.

As the years passed, more and more children, apparently untrammelled by their physical defect, were scattered among students of the regular grades. In December, 1915, there were thirteen children so placed ranging in age from five to fourteen. They were in kindergarten, primary and grammar grades. Fifty per cent of pupils so placed were on the honor rolls of their respective classes at the close of the year.

In February, 1917, among the prospective elementary school graduates who were taking uniform state examinations, was a blind girl, the first in this state, trained in special classes for the blind, to take the tests. The questions were prepared for her in raised type and no advantages were given to her over children with vision. Her answers were written almost wholly on the ordinary Remington typewriter. She passed with an average of 90.6 per cent. In 1921 our sixth grammar graduate left us with an average of 92.2 per cent. on the state examinations.

Of the six blind pupils leaving grammar school by graduation during these ten years, five have entered high school. One boy left, after two months' trial, to follow mechanical work. He is now assisting in the repair and reconstruction of automobiles. He has some useful sight. One girl did not make an effort to go to high school, partly on account of the difficulty of finding a guide. Our latest graduate, a non-resident, will enter her local high school, making the effort to get her lessons by the aid of her family, without reliance on a special teacher of the blind. In itself, the effort is a telling illustration of the success of our school in instilling the spirit of assurance and self-reliance.

TWO SCHOOL CENTERS

One teacher was employed to inaugurate the work in Newark, and she labored alone, teaching the blind, printing school books, preparing tangible apparatus, and training successive normal school graduates who were sent to relieve the situation in whatever ways they could. Finally, in February, 1916, a second experienced teacher of the blind was secured. In September of that year, when the number of pupils at the Washington Street Center numbered seventeen, the group was divided, and a new center for the work was established at the Robert Treat School.

In order that there might be a good teacher for the next class, one trained to understand blind pupils and their needs, and the best ways of teaching them, a certified teacher of the Newark School System,—one who had shown rare aptitude and sympathy for the work and who appreciated its broad scope,—was chosen in 1918 to receive training from the head teacher of the blind. The introduction at this time of the new uniform type for the blind made assistance imperative. There are now three classes for blind children totaling twenty-one pupils.

Among the pupils on roll June, 1921, four spent the entire school day with special teachers for the blind. Among these is one pupil totally deaf and totally blind. Three others are ungraded, i. e., they are preparing to take their places in regular grades. Of the remaining sixteen, two spend some time in the kindergarten, four are in primary grades, seven are in grammar grades, two are in senior high schools, while one pupil has been graduated, to become a member in good standing of the Newark Junior College. The excellent scholarship of the two pupils attending the South Side High School has been most gratifying. These pupils have taken every monthly test and final examination, and it is a rare thing indeed when their names are off the honor roll. These pupils justify the effort put upon their instruction. They are an incentive to other blind children, and show that Newark offers to the blind as complete an academic education as to pupils with vision, provided they have the power, the desire, and the application to complete the course.

SHARE IN PUBLIC ACTIVITIES

Last year several of our children won rewards in a six weeks campaign for good health, and the tasks included,—sleeping with windows open, playing one hour daily in the open air, bathing twice a week. During 1920-21 health clubs were organized in all class rooms through the sixth grade, one of the activities of which was daily health inspection. Children chose a pupil inspector who, at

the beginning of each session, rated the children for clean hands and finger-nails, combed hair, tied shoes, clean handkerchief, and orderly clothing. No inspection was organized in the special class for the blind, but each of the blind pupils took active interest in the inspection of his grade. "The greatest element in the social environment of man is *public opinion*. . . . Men adjust themselves to the ideas of other men, to what society on the whole approves," says Dr. H. H. Horne, in "Idealism in Education."

To what extent blind children can take part in social activities of a city was well demonstrated a few years ago, when Newark was celebrating its anniversary. The public schools presented the following program, and in every one of the features the Department for the Blind was represented:

Musical Festival Chorus

School Parade

Physical Drill at Weequahic Park

Dancing on the Green

Public Exhibition of Reading

Essay Competition—two blind pupils winners of medals

Oral Spelling Bee for all schools—winner totally blind

Written Spelling Contest—winner totally blind

School Exhibit, showing progress through the course of study

Blind children have been glad to show appreciation of the privileges offered by the public schools, by responding cheerfully when calls come for exhibitions of their work. When the Conference of Charities and Corrections was being held in Orange in 1911, a small booth was allotted to them. In January, 1912, a table giving specimens of sewing, weaving and woodwork formed part of the Newark Industrial Exhibition, and in September of the following year the same articles were contributed to the American Industrial Exhibition in Madison Square Garden. In the winter of 1915, a textile exhibit was held in the Newark Free Public Library where the blind children not only gave samples of their work in tying, crocheting, knitting and sewing, but also gave a public demonstration of weaving on the Shook loom. In April, 1918, the New Jersey Conference of Charities and Corrections met in Newark. Again an exhibit was prepared for the event, and a pupil of the school contributed to the program on "After War Work with the Handicapped." In February, 1919, four children from the Newark Classes for the Blind went to Trenton, to take part in an exhibit held in the State House, and there samples of their literary and hand work were displayed.

The wave of patriotism that passed through the schools during

war times touched these children as well as their less handicapped comrades. The older girls knitted scarfs, mits, helmets, socks, and the younger children snipped. A Red Cross Unit was formed of the School for the Blind. These activities show that blind children are pleased to help in public activities, resulting in social betterment.

ORGANIZATION

The plan for operating classes for the blind in Newark is the same as in nearly all the public schools of the country. A school, easy of approach by various car lines, is selected. It is desirable that the school be complete in its range of grades, and in its equipment for gymnastics and cooking. Of more value to the well-being of blind children, however, than any equipment is a sympathetic principal and a cooperating teaching corps.

The Newark Board of Education pays transportation for blind children and their seeing comrades. The guides take their places automatically in the grades of the regular school. The plan is to have small classes operating in different centers, to the end that there may not be too many blind in one school. Blind pupils of neighboring municipalities are admitted by payment of a two hundred dollar tuition fee, and the transportation of such pupils is paid by their home towns. Six adjacent towns have sent blind pupils to Newark.

METHOD

In the chosen school a convenient room is set apart as the home-room of the blind children. There, from the special teacher, they learn to read and write embossed print, to use type slate, Braille writer, typewriter, to use clay, to draw with tacks on cushions, etc. There, also, they get additional help in the subjects of their grade. Various kinds of hand work are done in this room, and what indoor games and physical exercises seem feasible. The home-room of the blind children is the clearing house of all matters pertaining to the blind. Each little group of blind children in its own room would seem to form a small ungraded school; and if the plan ended there, it would be the most mischievous scheme ever devised for disposing of blind children. The plan, however, works in such a way as to fit each pupil into a grade of sighted children, there to become a part of a school community. He may progress through the school from kindergarten through the graduating class, taking the same lessons in spelling and language, calculating the same problems in arithmetic, and doing the same home work as all others. He is checked up by the same tests, and his report cards are filled by the grade teacher who makes out forty or fifty others. In a public



A GROUP OF BLIND PUPILS IN THE PLAYGROUND AT WASHINGTON
STREET SCHOOL

school there is no chance for stagnation. Pupils cannot dally. They must move, for the stream runs rapidly, and there is no nook in which to hide. When a pupil enters high school he comes daily to his special teacher for tutoring in the various studies, and for methods in higher mathematics adapted to the blind. He is thrown on his own judgment as to what can be most advantageously studied in the time allotted.

The hours which an ordinary child spends on art, penmanship and kindred subjects, the blind child spends in his home room, where the special teacher helps him prepare his lessons with the various devices needed by the blind. When the hours for recitation come, the blind pupil returns to the regular class room, where he is held to the requirements of the hour, as are the sighted children.

A twelve-year-old boy in grade seven, totally blind, was called upon like others of the grade to give a written composition on a film presentation of Hiawatha. The following shows this composition in the first draft, without correction:

Hiawatha

"On the shore of Gitchie Gumie which is now Lake Superior once stood the wigwam of Nokomis, grandmother of Hiawatha. Hiawatha was intended to be an Indian brave when he grew up. So his Grandmother taught him many things that would help him when he did grow up. She taught him about the difference between the rippling of a stream, and the lapping of the water of a large lake against its banks. She taught him to walk quietly through the woods so as not to scare the animal he was pursuing. He was taught many things about the sky and stars, about different kinds of wood—which was hard and which was soft.

"One day, the news-carrier, whose name was Iagoo, visited the wigwam of Nokomis. He made a bow and some arrows for Hiawatha. The bow was made of ash, because ash is flexible. The arrows he made from the bough of an oak. Hiawatha was then told to go and try to kill a deer. He started off through the woods to try to find a deer track. At last he found the footprints and followed them to the bank of a stream. He waded across, and as he reached the other side, he saw two antlers, two eyes and a head. It was a deer! He hid in a thicket until the deer came down to drink. Then he got on one knee without disturbing a twig or a leaf in the thicket, took steady aim and let the arrow fly. The roe-buck leaped as if to meet the arrow. It struck him on the side, and the deer fell dead upon the ground."

THE TEACHER

In the derived sense of the word, a teacher of the blind should educate, or lead out, both timid and strong to comprehend themselves and rise to their rightful places in the social unit. By encouragement and insight only can any teacher help. The job ahead is the child's job, and the teacher, keeping in the background as much as possible, can encourage him to go forward, and insist on his being his own helper. The child is the one who can, by interest, attention, and application, draw out from within himself potential forces which are the essence of whatever success he may acquire. Therefore, the teacher must be slow when occasion requires—even when her whole being cries out against such a procedure, and when pressure for speed from without is urgent. Power is what she is

after, then speed. "The authority imposed from within is energizing;—authority imposed from without is futile," says Dr. Corson: "Growth and energy are chiefly due to that striving of the will, that struggle with difficulty which we call effort," said W. E. Channing. "Easy, pleasant work does not make robust minds, does not train to endurance, to perseverance, to steady force of *will*,—that force without which all other acquisitions avail nothing."

The success of the blind children in the Newark schools is chiefly due to the fact that the teachers have understood the magnitude and the difficulties of the problem and, making their work a religion, have given practically all their time to its solution.

MECHANICAL DETAILS OF THE WORK

The mechanical duties of a teacher in the Newark day classes for the blind are as follows: devising tangible illustrations and diagrams for special topics; transcribing into Braille the daily black-board work in arithmetic, spelling, etc., transcribing into script form for the grade teacher's use mathematical calculations and embossed recitations or tests. The question of text books is one which taxes the teacher's spirit and time to the utmost. Although the United States Government, through its appropriation to institutions and schools allows a quota to Newark, the available books used in the Newark schools are few. Inasmuch as the public school system maintains an open book list, and because the choice of books is in the hands of the school principal, and books are frequently changed, many reading books and texts are embossed by teachers in order that blind children may hold their position in grades. This part of the work is laborious and exacting.

EMBOSSSED TYPES

The matter of embossed types for the blind has been a vexed question with educators. In America, the two kinds in exclusive use have been the American Braille, and the New York Point. During the late war, it was decided to forsake all discussion as to the virtues of both types, and to adopt the British Braille alphabet, the only dotted system of writing used throughout the continent of Europe. This decision for a uniform type is an advantage to all the blind of the world, but the transition period is difficult. In Newark, those pupils who were started on their school career with the American system have been allowed to continue in that system, learning the new type as they find opportunity. By this plan the progress of pupils through the school is not retarded. The new type is taught to the entering pupils and eventually British, or, as

it is called, *Revised Braille*, will supplant the American Braille, and Newark will have conformed to this advance movement in the education of the blind. (*See Illustration on Page 52.*)

HAND WORK

All work by the blind is essentially *hand work*, but some unusual ways of training are utilized in the study of form. Their peculiar method of producing an illustration of an object is to draw with brass tacks, on a large cushion, the vertical and horizontal projections of the object, for the direct views are the only ones that appeal to the blind. Because children blind from birth have never seen how people hold scissors, knife, or needle, they cannot imitate the correct positions. To them the proper ways seem ineffective and clumsy. If they finally use these utensils with any degree of grace, they have been persistently watched and corrected every time the tools were in hand. Clay and reed work, especially beneficial for weak fingers and thumbs, are always supplied.

The speeding-up process to which our pupils are subjected in order to get them into grades, added to their eagerness to get there, insures easy handling of their appliances. After they enter grades the speeding process is augmented, the aim of pupils then being to keep up with the classes. When blind children can use, with accuracy and speed, their tools for academic work, training in constructive hand work is not so difficult as it would otherwise be. Each of our grammar boys has had instruction in the use of carpenter's tools with the regular manual-training classes.

For more than nine years special teachers of the blind have given all the training in hand work that was supplied to the girls—sewing, knitting, weaving, basketry, etc. Occasionally one with a little sight could do some of her work in regular grades. Without a special teacher of sewing, some of our first pupils, totally blind, were able to complete all problems in sewing required in the elementary school, and were successful in continuing it through the high school course. Our results appealed to the Supervisor of Domestic Art and, in 1919, she was instrumental in placing with us a trained teacher of sewing who, for a term, spent a morning a week in our department. Since February, 1921, the pupils of Washington Street School have progressed happily under a teacher who gives two mornings a week to individual instruction in handicraft—crocheting rugs, making baskets from reed and raffia, cutting and making garments.

COOKING

Domestic Science has been given to the blind through the helpful cooperation allowing them to join the regular grades and

The Arrow and the Song

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The upper cut shows a stanza written in American Braille,
and the lower cut shows the same stanza
written in Revised Braille

participate in their instruction. Some girls receive more benefit from these courses than others, and it has been found that those who have sighted sisters or intimate friends as seatmates are particularly fortunate. All blind pupils prepare their cook books in Braille. All learn to wash dishes and towels, to measure quantities, to light the gas when some one is near, and to prepare edible foods. When there are especially difficult pupils, the teacher of the blind enters the class also, to do all of this training, or she makes periodic visits to assist. It is gratifying to see the blind girls fall to their tasks, efficiently accomplish the work of the day, and leave clean tables and closets, with each dish and spoon accurately in place. Blind girls get more good from the lessons by working individually rather than in groups.

More than one of our girls has been trained into a more useful member of the home by the systematic lessons in this course. One ambitious girl invited her teacher to a birthday supper at which everything served had been prepared by the blind pupil. At table she herself cut the cake she had made.

PHYSICAL TRAINING

A class for the blind is ungraded in respect to the uneven ages of its children, and may contain at the same time girls of five and boys of fifteen. Obviously, few exercises are available for unified class work in such a group, and spirited team work is impossible. Girls and younger children enjoy such games as running in and out of a swinging rope. This exercise trains for ease in jumping, for rhythm of body, and for accuracy in the sense of hearing. Older boys enjoy working on the apparatus and playing with the large ball.

People do not realize to how great a degree physical work among pupils with vision depends upon imitation. Imitation is possible for blind children if they are allowed to examine by touch the good position of a fellow student. Because they cannot see the position to be imitated, blind pupils are frequently barred from regular class work in the more advanced grades. Exercising in a group of pupils of nearly equal ages is pleasurable to the blind. From time to time boys have secured rewards for chinning the bar, jumping, running, etc., among other pupils with good vision. In June, 1921, one girl in the South Side High School won a certificate for physical efficiency in the three tests given to the 4B girls. The events were running, hop-step-jump, and rope climbing. Ten girls in a class of about forty received certificates.

DEAF-BLIND PUPIL

Enrolled in the Newark classes for the blind at Washington Street School is a pupil totally deaf and totally blind. She spends her day there alternating between the two class rooms, taking part of her work with one teacher and part with another. When blind pupils join a cooking class and need the help of the special teacher, the deaf-blind girl joins them. She is deft with her needle, and can make many pretty things. Her days are varied, and her progress has been satisfying to herself and gratifying to her teachers. She writes ably on the ordinary Underwood typewriter, and can read and write embossed type for the blind. For these reasons we are able to carry her along with the other pupils without seriously retarding their progress. Teachers and pupils converse with this girl by spelling the manual alphabet for the deaf in the palm of her hand, and she speaks her replies with distinct enunciation and considerable inflection.

It is usual to employ one teacher for each deaf-blind pupil, and very rarely is there found more than one such pupil in a large institution. Newark's pupil is a non-resident. Her municipality pays the usual tuition fee of \$200, while the State pays to the Newark Board of Education \$275 additional.

CONSERVATION OF DEFECTIVE VISION

Various cities of the country have decided to extend the plan for educating the blind in the public schools so as to benefit children with defective sight. Thirty-seven cities in ten states of the country are now trying this plan, and in New York City alone there are twenty-two such classes. The idea is that children with one-third to one-tenth normal vision should not be classed as blind, though unable to take advantage of the education provided by the public school systems. The number of pupils with defective vision form a much larger group than do the blind. Like them, they need to mingle with normal children and take part of their work in the regular grades. They need assistance, but of a different kind from that required by blind pupils. Instead of tangible apparatus, they need enlarged print for reading, soft pencils to produce large, heavy writing, and plenty of blackboard space in a well-lighted room. They need to be protected from eye-strain caused by dim light, as well as from the glare of too strong light. They should use their eyes in getting their education, because they will use their eyes, later, in earning their living. (*See Opposite Page for Possible Type.*)

It is quite as important to conserve the vision of children as to train those who have already lost their sight.

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CLASSES FOR THE BLIND

h Seriously Defective Eyesight.

A reprint of the Massachusetts report on the condition and education of persons with seriously defective vision can be found in "The Outlook for the Blind", July, 1914. The method of organizing and teaching such classes has been compiled by The National Committee for the Prevention of Blindness, in order to assist in offering facilities to this kind of handicapped child in the public schools.

AGENCIES COOPERATING

Valuable assistance for several years has been given to the Department for the Blind from various sources:

The Newark Museum has sent visiting exhibits, weekly, to illustrate lessons in nature study, geography, and history. These objects which can be examined by touch are invaluable to blind children.

The Museum of Natural History in New York City, through the Thorne Fund, has extended the benefits of that institution to blind children of Newark, paying transportation charges for our pupils and their guides, preparing specimens for close examination, and providing a lecturer from their department of public instruction. Three times a year our children have been to the Museum for these educational talks.

The libraries for the blind at the New York Public Library, at the Institution for the Blind at Philadelphia, and at the Perkins Institution for the Blind at Watertown, Mass., have generously lent embossed books for collateral study and for pleasurable reading.

The Matilda Ziegler Publishing Company of New York has sent to each class, monthly, an embossed magazine for the blind containing up-to-date articles and current events.

The Searchlight Magazine for Blind Children, for several years, has come in quarterly publications for juvenile readers.

The New Jersey Commission for the Blind, for a period during each of three years, supplied appropriate training for some of our boys by furnishing a man who came one hour a week to teach cane-seating. The Commission has been most helpful in bringing to our attention children who should be in school, and it has offered social events, helpful in maintaining a family spirit.

The Service Club of the Barringer High School has frequently given proofs of its friendly interest.

Grateful acknowledgment is hereby extended to teachers, principals, and all who have been in any way concerned in making the rough places smooth for blind children.

